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ABSTRACT

Throughout the United States, public school systems have joined with local governments, agencies, institutions, and businesses to improve education and services to children and their families. This publication describes 34 examples of linkages that urban school systems have formed to help their students in the classroom, the home, and the community. The superintendents who described these programs believe that they are models of effectiveness that could be replicated in other cities, or that could stimulate thinking about new approaches to community and school problems. Each program description contains information about program operations and contact information. Leaders interested in system-wide reform or overall coordination of services will find models in this collection, as will those concerned with improved academic performance, career preparation, dropout prevention, student safety and health, after-school programs, summer programs, neighborhood services, and teacher training and support. (SLD)

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COUNCIL OF THE GREAT CITY SCHOOLS
AND THE
A & E NETWORK

PARTNERSHIPS IN THE GREAT CITY SCHOOLS

IMPROVING EDUCATION AND SERVICES FOR CHILDREN AND FAMILIES IN URBAN AMERICA

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Council of the Great City Schools

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The *Council of the Great City Schools* is a coalition of 54 of the nations largest urban public school systems. Founded in 1956 and incorporated in 1961, the Council promotes urban education through legislation, research, media relations, instruction, management, technology and special projects. It is the national voice for urban educators, providing ways to share information about promising practices and address common concerns.

The *A&E Network* offers original television programming to over 78 million subscribers in the United States and Canada. Launched in 1984, its current season includes over 900 hours of first-run programming including the critically-acclaimed BIOGRAPHY® series, documentaries, mysteries, original movies and literary adaptations. The Network has received the Peabody Award, eight Emmy Awards and 88 CableACE Awards.

This publication was prepared by City Policy Associates, Washington, D.C.

Foreword

Throughout the nation, public school systems have joined with local governments, agencies, institutions and businesses to improve both education and services to children and their families. In this publication, the Council of the Great City Schools, with the support of the A&E Network, illustrates the variety of successful linkages that school systems have forged to help their students in the classroom, the home and the community.

Some of the 34 examples of linkages included in this publication have been in place for many years; some have been created as recently as last year. Regardless of how long the linkages have existed, the Superintendents who have described them for us believe they are models of effectiveness which could be replicated in other communities or which could stimulate thinking about new approaches to solving problems or improving services in other communities.

Local leaders concerned with system-wide reform or overall coordination of school and community services will find models here, as will those concerned with improved academic performance, career preparation, drop-out prevention, student safety, student and family health, after-school programs, summer programs, neighborhood services, or teacher training and support. In the majority of these models, school systems have linked with their city governments; many show linkages with county and state government agencies, and many others with colleges and universities, businesses and business groups, and a variety of community organizations, public and private.

While the focus of the individual efforts described in this publication are varied, common threads run through them: All are partnerships of public and often private entities committed to shared goals, and all reflect the willingness of the partners to coordinate their services with others and to cooperate in moving toward those shared goals.

Thanks are due the members of the Council of the Great City Schools who shared their successes with us. Students and their families in school systems across the country are the potential beneficiaries of their efforts.

Michael Casserly
Executive Director
Council of the Great City Schools

Libby O'Connell, Ph.D.
Vice President
Educational Initiatives
A&E Network

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Camp Best Friends

Each summer since 1981, a community-school partnership – Camp Best Friends – has provided educational and recreational activities to thousands of Atlanta youth, six to 16 years of age. Sponsored by the City of Atlanta's Bureau of Recreation in conjunction with the Atlanta Public Schools, the Atlanta Housing Authority and other community organizations and institutions, the eight-week camp operates in 70 locations – including school buildings, churches and Housing Authority facilities – throughout the City, Monday to Friday, 7:30 a.m. to 6:00 p.m. The Camp, now serving 18,000 youth, is supported by City funds, corporate and other private donations, and in-kind contributions.

At Camp Best Friends sites, students participate in a combination of instructional activities, structured recreational activities and field trips. Learning takes place in the context of serious fun and dedicated play; it occurs in regular daily activities, in special focus camps, in one-on-one conversations with counselors, and in problem-solving discussions with other campers. Focus camps offer participants opportunities to explore areas of special interest. For example:

- Cheer-Atlanta provides one-week sessions on proper cheerleading techniques, jumps, stunts, pyramids, pompom routines, cheers and chants.
- Georgia Tech Environmental Camp at Lake Allatoona, located 40 miles outside of Atlanta, offers week-long sessions in which participants learn swimming, canoeing, tent assembly, fishing, archery, arts and crafts, hiking, trail safety and nature awareness.
- Piedmont Outdoor Survival Camp is a two-week camp offered four times each summer in which participants learn outdoor camping skills with an emphasis on environmental education.
- Therapeutic Camp provides arts and crafts, day trips, games, skits and talent shows to young people with learning, emotional and developmental disabilities.
- Basketball Camp provides fundamental basketball skills to campers between six and 15 years of age.
- Teen Camp, at nine sites, offers educational, recreational and cultural activities, including SAT preparation and advanced computer courses.

Among the special events available through Camp Best Friends are visits to local attractions such as the Apex Museum, Center for Puppetry Arts, Cyclorama and Zoo Atlanta, all of which donate free tickets for use by campers. Sports are an important element of the Camp experience: Campers have participated in the Atlanta Basketball Classic, a national tournament attracting 3,000 young people; the Inner City Games, a week of competition in a variety of sports; the Youth Games, a series of tournaments in New York City; and other events. On educational trips, campers learn about their community through visits to City Hall, the Governor's Mansion, the Botanical Gardens, the Atlanta Visitors Center, the World of Coca Cola and many other sites.

School and City officials have observed that campers tend to do better in school when they return to the program year after year.

The Camp's 1997 theme, "All American Summer," encouraged campers to look at the many cultures which have shaped the nation. Last summer's theme, "Global Awareness," focused on the technological advances that can unite different cultures around the world. Highlights of the century will be covered in the 1999 session, "Century on the Move."

CONTACT: Vivian Davis, Bureau of Recreation, City of Atlanta, (404) 817-6765

Cultural/Academic Program

Baltimore's Cultural/Academic Program, a partnership of the Baltimore City Public Schools and several of the City's cultural and educational institutions, was begun in its present form in the mid-1980s with the goal of providing students and teachers greater access to quality cultural, scientific, technological and historical experiences. Each year, about 100,000 students participate in the program, which is supported by a combination of local funds, federal Title VI grants, Maryland State Council on the Arts grants to City institutions, the Mayor's Advisory Council on Arts and Culture funds, and private donations.

The demographics of the student population in Baltimore generally correspond with those of most major U.S. inner cities; this means that individual students and families face many challenges, and that the resources of the school system are stretched to the limit. The partnerships that form the Cultural/ Academic Program are designed to help students and teachers take full advantage of everything their City has to offer – to engage in valuable learning experiences and to become aware of the cultural and educational resources for life-long learning that are available.

The Program's institutional partners also benefit from a better understanding of students' perspectives and interests, an understanding that contributes to the development of programs that are relevant and accessible to the entire Baltimore community.

The Program provides experiences which range from performances at schools to instructional programs at approximately 30 cultural institutions including the Baltimore Symphony, Baltimore Museum of Art, National Aquarium, Maryland Historical Society, Great Blacks in Wax Museum, Center Stage Theater, Museum of Industry and Technology, Museum of Dentistry, Maryland Science Center, Young Audiences of Maryland, and Baltimore Zoo.

The overall goals of the Program are to promote student achievement as outlined by the School Board in the Master Plan for the Baltimore City Public Schools, and to promote the philosophy that education is the responsibility of everyone, including community institutions and City agencies. Specific program objectives include providing:

- a more meaningful curriculum and instructional program – with enriched curriculum in mathematics, social studies, science and health, English language arts, modern and classical languages, art, music, theater, and dance – through the involvement of cultural institutions and increased utilization of the resources they offer;
- cultural/education programs for students and teachers that enrich a multi-cultural curriculum and enhance students' critical thinking skills; and
- opportunities for teachers to diversify instruction and emphasize interdisciplinary approaches to learning through the use of community site instructional programs.

During the 1997-98 school year, for example, groups of students and their teachers attended Lorraine Hansberry and George Bernard Shaw plays at the Center Stage Theater; visited the National Museum of Ceramic Art for two full days of workshops on clay building and the use of the potter's wheel; visited the Walters Art Gallery for workshops related to the Gallery's Egyptian collection; and learned about Haitian traditional artwork at the Baltimore Museum of Art. About 5,000 students attended Baltimore Symphony Orchestra performances. Visits to the Museum of Dentistry included briefings on tooth care by a dental hygienist. At schools, student audiences learned about the literature of Africa and the contributions of Harriet Tubman and Benjamin Banneker through performances of the Children's Theater Association.

CONTACT: Joan Cohen, Coordinator, Cultural/ Academic Program, (410) 396-8733

Stressing Opportunities for Academic Readiness

Through a 15-year partnership, the Birmingham Board of Education and the City of Birmingham have worked together to provide a successful after-school program for at-risk youth attending high schools in low income areas. The Stressing Opportunities for Academic Readiness (SOAR) program, operated by the Board of Education's Student Support Programs and funded through the federal Job Training Partnership Act, was created to challenge young people to achieve academically and, at the same time, to develop job readiness skills.

The program, currently serving about 60 students on four sites, focuses on drop-out prevention. It operates 26 weeks per year, targeting youth who demonstrate basic skill deficiencies in school; who have disabilities, including learning disabilities; who are pregnant or parenting; who are homeless or runaways; and who receive assistance through welfare programs. The program is designed to increase the likelihood that these young people will complete high school and develop marketable skills.

SOAR provides remediation in academic subjects in two-hour after-school tutorial sessions held three to four times each week. The core curriculum covers reading, mathematics and language.

- Reading includes synonyms, antonyms, homonyms, prefixes, suffixes, content words and a variety of sentence structures.
- Mathematics begins with addition, subtraction, multiplication and division of whole numbers and progresses to solving and interpreting geometric problems and configurations.
- Language includes organizing and recognizing correct verb agreement and punctuation in sentences and paragraphs.

Pre-employment, work maturity and citizenship skills are covered in the job readiness component. In addition, 15 of the students are selected for work experience training which includes eight to 10 hours per week of employment paid at the minimum wage. Occasionally, SOAR sessions also cover topics such as AIDS awareness, school safety, drug education, and career and college options.

To assess the strengths and weaknesses of the program, extensive testing is done before and after the young people participate in it. Before the training begins, the Test of Adult Basic Education is administered to gauge entry-level competencies. All students are expected to complete the program's basic education, pre-employment and work maturity requirements at a proficiency level of 80-100 percent; proficiency is measured against 29 Private Industry Council competencies in reading, mathematics and language that have been developed for use in student evaluations. Students who complete the required number of SOAR hours and achieve this proficiency level are awarded the same school system credit they would receive for successful completion of any other course. Evaluations have shown academic improvement occurring in as little as six to eight weeks; these short term evaluations also have shown grade level increase of one and two years, sometimes more. Officials estimate that after one year in the program, 95 percent of the student participants have moved up one or more grade levels.

Having found that the program is more successful when parents are involved, officials have included a parenting component and have encouraged parental involvement in several ways. Through their involvement in the program, parents are helped to understand how the program attempts to build their children's self-esteem and self-worth.

CONTACT: Mona W. Pickens, Coordinator, Stressing Opportunities for Academic Readiness, (205) 583-4734

Boston Annenberg Challenge

In 1996, the Annenberg Foundation issued a school reform challenge grant to the Boston Public Schools. To receive the $10 million in Annenberg funds, Boston had to raise $20 million in matching funds, half from public sources and half from private sources; a variety of foundations and corporations stepped forward to provide the match. The total $30 million represents the primary funding source for the implementation of Superintendent Thomas Payzant's vision of whole school change and support.

The Boston public schools receiving Annenberg support to implement whole school change use the challenge funds for professional development for teachers, experts to help assess the use of resources, specialists to provide coaching in literacy, opportunities for teachers to be part of professional networks, and training for parents to learn how to help their children learn. In addition:

- The Center for Leadership Development, jointly run by the Boston Public Schools and the Boston Teachers Union, provides professional development in instructional practice, disseminates best practices and lessons learned, and promotes whole school change across the school district.
- The Fund for Nonprofits, initiated by the Jessie B. Cox Charitable Trust, is a collaborative which awards grants to nonprofit organizations working in partnership with schools to raise student achievement and engage in whole school change.

Education Matters, an independent evaluation firm, is conducting a multi-year evaluation of whole school change in Boston. Rather than assessing change at the end of the grant period, progress is reviewed at various stages along the way. As a result, schools are learning from the process and are able to make adjustments while the initiative is still growing and becoming established.

In December 1997 the Boston School Committee adopted the process of whole school change – as it now is being implemented in the Boston Annenberg Challenge schools – as the blueprint for change in all schools.

The Boston Annenberg Challenge is the organization charged with guiding the implementation of Boston's school reform effort. Its structure includes:

- The Boston Annenberg Governing Committee, which is responsible for financial oversight. It is chaired by the Vice Chairman of the Board of John Hancock Financial Services and is composed of 22 education, community and business leaders, including the Superintendent and the President of the Boston Teachers Union.
- A professional staff which includes a project director, associate project director, two project assistants, and a financial officer.
- The Boston Plan for Excellence in Public Schools, chaired by the Chairman & CEO of BankBoston, which serves as the fiscal agent but receives no overhead or administrative fees.
- School-based professional developers who provide consulting support to the schools, helping them to manage change and implement strategies for more effective instruction. These developers, or "coaches," are former teachers or principals who have expertise in school reform, literacy and curriculum.

CONTACT: Ted Dooley, Executive Director, Boston Compact, (617) 635-9050

Gun Stoppers Program

A new partnership of the School Board of Broward County, Crime Stoppers Inc. of Broward County, the Broward County Sheriff's Office and 12 area police departments is increasing safety on school campuses and in other public facilities by encouraging, and rewarding, reports of persons who are observed to be in possession of illegal firearms. Broward County officials see the increasing prevalence of firearms carried illegally in public places as a serious public safety threat; they see the Gun Stoppers Program as a countermeasure to the illegal firearms which are creating an unsafe environment for both the students and the citizens of the community.

Started in 1998, the Gun Stoppers Program urges anyone aware of a person who illegally possesses a firearm in any public facility or area to immediately call the "tip line" of Crime Stoppers, a long-established Broward County program which pays rewards for tips on crimes. In the City of Fort Lauderdale, where Gun Stoppers was first implemented, the procedures for responding to tips which involve a firearm on a school campus operated by the School Board include the following:

- The caller must provide specific, detailed information on the location and description of the person in possession of the illegal firearm.
- When the tip is received, the caller is assigned a code number.
- The caller remains anonymous.
- Crime Stoppers telephones both the Fort Lauderdale Police Department and the School Board's Special Investigative Unit (SIU) office to provide them with the information on the illegal firearm reported.
- For the school involved, SIU telephones the principal or designee and the SIU investigator assigned to the school to provide the Crime Stoppers tip information.
- The principal or designee follows the prescribed procedures delineated in school policy.
- The SIU investigator responds to school requests for follow-up and/or investigation, as appropriate.
- The Fort Lauderdale Police Department's School Resource Officer Supervisor notifies the School Resource Officer assigned to the school identified in the tip.

The same procedures are followed when an illegal firearm sighting is reported on school property after regular school hours, except that the Police Department Desk Supervisor contacts the SIU directly. Prior to taking any enforcement action, the Police Department notifies the SIU and the SIU notifies the school principal. Incidents reported are investigated jointly by the Police Department and the SIU.

Broward County officials stress that Gun Stoppers is not a gun buy-back program: Rewards are paid only if a firearm is recovered in a public place through the program. When a suspect in possession of an illegal firearm is located, the person who first notified Crime Stoppers becomes eligible for a reward of $100. When the information results in an arrest, the caller presents their assigned code number to a bank and is paid the reward.

Based on experience with the Gun Stoppers Program in Fort Lauderdale, the School Board has approved its expansion into 15 of Broward County's 26 cities. The ultimate goal, they say, is for the program to be operational in all of Broward's cities.

CONTACT: Damian Huttenhoff, Director, District Administration, (954) 765-6271

Charlotte-Mecklenburg Education Foundation

Since 1991, the Charlotte-Mecklenburg Education Foundation has been an advocate for school improvement in Mecklenburg County. As a vehicle for private sector support of the Charlotte-Mecklenburg Public Schools, its advocacy is based on the conviction that a quality school system is essential to a strong and growing economy; that schools cannot operate in isolation and require the involvement of parents, business and community leaders and interested citizens who want to make a difference; and that the public plays a critical role in any school reform efforts.

Financial support for the Foundation – primarily from corporations, foundations and individuals – has made several successful projects possible. For example, Grants for Great Ideas, created in 1992, supports teachers who demonstrate initiative and creativity. Grant funds provide teachers with the resources they need to combine new strategies with creative projects which engage and teach students. In 1998, $24,421 in grants went to 34 projects.

Focus on Families, introduced in the 1996-97 school year, is a grant program providing schools with funds needed to increase family participation in an effort to increase student achievement. Grants are awarded to projects which encourage families to play an active role in their children's learning – projects which make schools and learning "family-friendly." In 1998, $24,000 in grants went to 13 top-scoring projects which reached more than 6,500 parents and students.

CHALK (Creating High Achievement Levels for All Kids), the Foundation's most recent initiative, also focuses on ways to increase the involvement of parents in their children's academic progress. Established as a result of the 1998 Community Assessment in which 82 percent of survey respondents identified lack of parent involvement as the greatest barrier to student achievement, CHALK serves as a catalyst, providing parents with the knowledge and support they need to be effective coaches, advocates and leaders on behalf of their children. It has four major components: raising community awareness, increasing parent know-how, developing parent leadership, and promoting employer support.

During 1998, CHALK launched a community awareness campaign to inform families of ways to get involved in their children's education. A series of ads, radio announcements and television interviews promoted family involvement, stressing the positive impact it can have on student achievement. As a result of the campaign's efforts to inform parents about parent-teacher conference days, elementary schools in Charlotte Mecklenburg saw a 20 percent increase over the previous year in the number of parents who participated in these conferences.

In 1998, the Foundation, which is supported by corporations and individuals, generated a total of $943,068 in private funds to support its projects in Charlotte-Mecklenburg.

A new strategic plan for the Foundation was adopted in August 1998. In it, the Foundation described its mission as defining the issues and advocating for the changes required to make permanent improvements in the quality of public education in Mecklenburg County. It stated that its primary focus would be on the traditional school system, and that the school system needs to make changes that affect it as a whole. The Foundation said that while it would be collaborating closely with the community, it would not be aligned with any special group or interest. Time and funds, it said, will be spent on activities that directly and measurably impact the school system and the community, and recipients of funds will be required to demonstrate accountability for them.

CONTACT: Corrine Allen, Executive Director, Charlotte-Mecklenburg Education Foundation, (704) 335-0100

Chicago Arts Partnerships in Education

The Chicago Arts Partnerships in Education (CAPE) is a citywide school improvement initiative that is integral to reform efforts underway in the Chicago Public Schools. A partnership combining private sector and public school funds, CAPE was launched in 1993 by a group of corporations and foundations in response to a "needs and resources" assessment of arts education in the schools, an assessment which revealed both a widespread commitment to the value of the arts and a critical shortage of resources for school arts programming.

CAPE works to improve education by building partnerships among schools, professional arts organizations and community organizations – partnerships that make quality arts education a central part of the daily learning experience. Nine partnerships involve 23 public schools, 33 arts organizations and 11 community organizations; these partnerships are working throughout the City to develop sustainable, coherent arts-integrated curricula. Since its inception, CAPE has grown to serve more than 14,000 K-12 students each year.

In CAPE schools, educators and artists create curricula that weave challenging visual and performing arts learning into all academic disciplines – from language arts and social studies to math and science, from foreign language to physical education – enabling students to engage in the arts while studying the various subject areas. For example, upper elementary students have become amateur archeologists, exploring the remains of the ancient civilizations they have studied and re-created; second-grade urban planners have discovered gentrification through sculpting and painting a detailed scale model of their neighborhood; elementary and middle school historians have illuminated the Underground Railroad and the role of Harriet Tubman by working with dancers and musicians to create an historical performance piece that is shared with the entire school; and high school foreign language students have mastered conversational French through the techniques of improvisational theater.

CAPE students are helped to develop thinking skills (imaging, decision making, problem solving), social skills (speaking and listening, cooperation and negotiation, tolerance and understanding), and personal skills (perseverance, self-management, responsibility). In CAPE schools, educators and artists work together to transform classrooms through team planning and teaching. Schools are challenged to create, integrate and evaluate new and effective teaching methods, styles and content that demand high student achievement, contribute significantly to teacher development, and actively engage parents and communities in the school improvement process.

CAPE partnerships also help to revitalize school communities: In neighborhoods across the City, culturally-diverse student populations partner with Chicago's many cultural resources, from small grassroots organizations involved in specific communities to large, nationally recognized institutions. Through these linkages, CAPE partnerships create community-based arts experiences that recognize students as active citizens in their own neighborhoods; forge bonds among parents, schools, and communities that expand family-based learning opportunities both inside and outside school buildings; and provide under-served students with equitable access to arts experiences. Because of CAPE's success in the Chicago Public Schools, it has become a model which currently is being replicated in nine cities in the United States, Great Britain and Canada.

CONTACT: Arnold Aprill, Executive Director, Chicago Arts Partnerships in Education, (312) 781-4056

Project to Reduce Infant Mortality

A partnership of the Columbus Public Schools and Grant Hospital has taken on a serious infant mortality problem in one area of the City.

Nationally and in the State of Ohio there are, on average, 10 deaths during the first year of life for every 1,000 births. On the near east side of Columbus, however, the infant mortality rate in 1993 was more than twice that of the nation and State: 21.1 per 1,000 births.

Many of the mothers living in this area are teen moms who experienced late, and little, prenatal care. The costs associated with the problem are significant: Each low weight baby admitted to special care nurseries for an average of eight days incurs nearly $10,000 in hospital costs. The low weight infants who survive are more likely to require special education services when they reach school age. The emotional costs to the families, of course, are immeasurable.

In 1993, the Project to Reduce Infant Mortality was created with a $1.9 million grant from the Grant Hospital Development Foundation. The purpose of the grant was to build and staff a mobile health unit that would deliver quality, comprehensive prenatal care to students in two of the City's public schools. In 1996, the prenatal care delivery was expanded to five schools. The mobile unit visits each school on a weekly basis, 12 months a year. The school nurse serves as the liaison and the referral source. Students must receive parental consent to receive services, and there is no cost to their families. Students are cared for by a physician, nurse midwife, registered nurse, dietician and social worker. The unit contains laboratory facilities, a fetal monitor and ultra-sound equipment.

In addition to the fact that they miss less school, benefits to the students served by the Project are many: They receive childbirth education, enrollment in WIC, assistance in applying for appropriate benefits, early and continuous prenatal care, diagnosis and treatment of sexually transmitted diseases, and emotional and social support. Additional services include classroom presentations and an abstinence-based teen mentoring project.

Through the years the Project has operated, the collaborative relationships of Grant Hospital (now Grant/Riverside Hospital) and the schools it serves have become close ones, and clearly have had an impact, including their contribution to a drop in the infant mortality rate in the target community: Three years into the Project, that rate had dropped to 17 per 1,000 live births. To date, pregnancy-related services have been provided to more than 620 students. At each school site, pregnancy rates have decreased, infant mortality rates have fallen, and teenage mothers have been more likely to remain in school. In the view of Project officials, the most important measurable outcomes of the project – the healthy children of the first teen moms served – will enter school in the fall of 1999, having had a better start in life as a result of the school-hospital collaboration.

CONTACT: Pat Baum, Supervisor of Health, Family and Community Services, (614) 365-5824

Youth and Family Centers

Youth and Family Centers, a collaborative effort of Dallas Public Schools, the City of Dallas and Dallas County, provide comprehensive, cost-effective physical, social and mental health services to students and families in familiar, neighborhood settings. Recent evaluations show a direct correlation of services to notable reductions in discipline referrals, course failures, absences and clinic-based nurse visits.

From a single, school-based clinic in 1993, the Youth and Family Centers have evolved into a 10-member network. Strategically located across the Dallas school district, the Centers serve all school-age children between the ages of four and eight, and families must accompany their children for them to receive services. Student progress is monitored from pre-kindergarten through high school. Referrals are accepted from school staff, families and community agencies, and self-referrals also are accepted. School referrals are processed primarily through the campus nurse and the child study team which is responsible for implementing school interventions and monitoring student success indicators such as attendance, behavior and grades.

A collaborative service plan, developed for each student served, includes actions for:

- *the school* – classroom management, schedule changes, academic support, student support groups and teacher consultation;
- *the family* – individual therapy, family therapy, medication, and parent training and education;
- *the community* – after-school programs and social services that ensure maximum school success.

The Centers are open five days a week, 8:00 a.m. to 4:30 p.m., with hours extended until 8:00 p.m. at least two evenings each week. Twenty-four-hour back-up emergency and crisis intervention services are provided by Parkland Hospital and Dallas County Mental Health and Mental Retardation Child and Adolescent Services; these services include home visits and hospitalization.

Each Center is staffed on a full-time basis by a manager – a mental health professional – a data clerk, a nurse practitioner, a licensed visiting nurse, and a medical assistant. Part-time staff includes child and adolescent psychiatrists, licensed professional counselors, family therapists, play therapists, school psychologists, social workers, nurses, teachers, parent trainers and pediatricians. The program emphasizes collaborative team evaluation and treatment.

Results-based accountability systems are used to measure student success and cost-effectiveness; success indicators include grades, attendance and behavior. Consumer satisfaction questionnaires for students, families and school staff are included in the evaluation. Contextual, qualitative and quantitative methodologies are used to measure program progress. The program participates in the Texas Children's Mental Health Plan Systems Accountability Study, which involves site visits, funding and document reviews for each Center. Benchmarks are being established for long-term research on each student's experience.

For Center staff development, multiple training formats are utilized to ensure a common vision among all staff and an understanding of the interrelationships that exist in the ecology of schools. Didactic and experiential training sessions are conducted on a broad range of topics – child development, treatment modalities, crisis interventions and systems theory, among them. In concert with local universities, intern-ships are available in nursing, child and adolescent psychiatry, social work, counseling and psychology.

Funding for the Centers is largely provided by the Dallas Public Schools, Dallas County Mental Health and Mental Retardation, and Parkland Hospital. Additional funding is provided by a federal Title XI grant, the City of Dallas, Dallas County, other government grants and private sources.

CONTACT: Rosemarie Allen, Associate Superintendent, Student Support and Special Services, (214) 989-8501, or Connie Wilson, Director, Office of Interagency Collaboration, (214) 951-8669

Morey Neighborhood Center

In Denver, a partnership of schools, community and local government supports a neighborhood center which helps meet recreation needs in the downtown area on a continuing basis, and which has demonstrated how single, short-term projects can produce wide-ranging benefits for an entire community.

The Morey Neighborhood Center, located in the Morey Middle School on 14th Avenue in Denver's Capitol Hill area, offers students, parents and community members a wide range of services and activities. On weekdays during non-school hours, the Center, a program of the Denver Public Schools, offers swimming, aerobics, weight training, basketball, Spanish language, yoga, family movie nights, health care services and much more.

The Center is jointly funded by the school district, the City and County of Denver, and a variety of local agencies and organizations. The district provides the school and its facilities, custodial services and building security. The City provides the primary funding for program staff and supplies. Additional funding for individual programs, scholarships and operating expenses is provided by St. John's Episcopal Church, Capitol Hill United Neighborhoods, the Center for People of Capitol Hill and other community groups.

Directly to the south of the school, adjacent to 13th Avenue, a busy urban thoroughfare, is a concrete retaining wall. Covered with graffiti, this wall had been an eyesore in the community for some time. With 14 panels, each more than five feet tall and nearly 15 feet wide, it was an ideal target for "taggers," and repeated attempts to paint over it had been unsuccessful.

During the spring of 1998, Erin Sullivan, the Neighborhood Center Coordinator, developed a plan to replace the graffiti with a work of art that would resist efforts to deface it – a plan to replace the eyesore with something aesthetically pleasing for neighborhood residents. To implement the plan, the Center partnered with the Denver Public Schools' School-to-Career Office, the Capitol Hill Neighborhood Partnership Team, and the Mayor's Offices of Art, Culture and Film; Employment and Training; Education; and Advocacy.

In July and August 1998, this partnership conducted an employment and training program in which an artist, assisted by youth apprentices, designed and painted murals depicting "Capitol Hill, Past and Present." The murals were produced on panels, coated with graffiti-resistant sealer, and installed on the concrete retaining wall.

During the four-week project, artist Nick Vigil worked with four different teams of 14- and 15-year-olds who were enrolled in the Summer Youth Employment and Training Program at Manual High School. A new team of from six to eight youth started each week, working 8:00-11:15 a.m., four days per week. The artist conducted one planning session with all four teams prior to the start of the project. A public school teacher worked with each team to identify and enhance career skills. Through visual arts training and job coaching, the artist and teacher helped the youth apprentices develop workplace competencies, with special attention to creative problem-solving.

The new panels were unveiled last fall in a ceremony attended by officials of the Denver Public Schools, the City and County, area agencies and organizations, and Capitol Hill residents. Several of the youth participants also attended and were recognized with awards for their work on the project. To date, the wall has not been vandalized. School officials believe that this stands as a testimonial to partnerships which enable students to make their cities better places in which to live.

CONTACT: Nancy Carter, Department of Community Education, (303)764-3398

Extended Day Learning Program

Public school officials in Des Moines recognize that the hours between the end of the school day and the parents' return home are a high-risk time for middle school students. They know that, nationally, one-fourth of all juvenile crime occurs between 2:00 and 6:00 p.m., and that youth who are not engaged in positive extracurricular activities can become disengaged in other areas, causing grades and attendance to suffer.

In response, the Extended Day Learning Program is now available to students in the City's 11 middle schools. Begun in the fall of 1998, the Program provides selected youth in grade six with intensive academic support in mathematics and reading. Specific goals are for students to read and understand increasingly complex materials, and to improve their mathematics skills as measured by the district's criterion referenced tests. For all middle school students, homework help and tutoring may be provided by teachers or other tutors through a partnership with Children and Families of Iowa, a community agency. For those tutored, the goal is to show improvement or to maintain a C, or higher, average grade in the subjects covered. Maintaining or strengthening a positive attitude toward school is another program goal for all student participants.

The program, which is customized to meet the particular needs of each middle school, targets, in priority order:

- sixth-grade students reading one or two years below grade level;
- sixth-grade students who did not achieve 70 percent on the fifth-grade criterion-referenced test for math;
- middle school students who were invited to participate in reading and/or math summer programs, including those who actually participated as well as those students who were invited but did not participate; and
- middle school students who are referred by their teachers or parents, or who self-refer for assistance with study skills or to master short-term tasks.

For students in the program, instruction or tutoring is available at least two times each week for up to 30 weeks. Service may be short term or intensive – that is, 15 or more sessions. Students receive a minimum of one-and-a-half hours of additional instruction each week.

Staffing for each school includes a teacher who serves as the site coordinator, a math instructor, a reading instructor, and a combination of tutor assistants and tutor clerks, who may be students. The staff members are employed by the school district. Children and Families of Iowa supports the development of the pool of tutors and pays their wages.

Collaborating with the Des Moines Public Schools on this program, in addition to Children and Families of Iowa, is the Iowa Department of Education. Funding is provided by Des Moines Public Schools, Des Moines Housing and Community Development, the Iowa Division of Juvenile Justice Planning, United Way, and private and corporate donors.

CONTACT: Tom Drake, Director, Middle and High School Programs, (515) 242-7871

Resource Coordinating Teams

As part of its overall school reform initiatives, Detroit Public Schools has created school-based teams – Resource Coordinating Teams – in each of the district's 263 schools. These teams bring together school, home and community resources in a collaborative way, applying them to the problems or barriers to learning that are affecting students.

Recognizing that individual schools cannot address the barriers to student achievement if all of the stakeholders are not working together toward a shared vision, a task force comprised of members of the district's support staff and administration, along with representatives of community agencies and organizations, was established to research, design and implement Resource Coordinating Teams in each of Detroit's schools. The process, which began in November 1997, spans 18 months; it has involved four major phases: awareness/focus groups, awareness/ orientation presentations, staff development planning, and implementation. To make the establishment of these school teams possible, the district appropriated the staff time that has been required, adjusted the workloads of the staff involved as needed, and hired additional staff.

The mission of the Resource Coordinating Team is to enhance students' academic achievement by promoting a healthy school environment that addresses their social, physical, cognitive and emotional development. Funded by the school district, it is a problem-solving collaborative in which school staff members work with one another within the school, and work closely with parents and others in the community, to identify and address the needs of individual students, and to promote a learner-centered school environment for all students.

The scope of the Resource Coordinating Team is broad, addressing the many programmatic areas which support total school development. These include:

- student and family assistance – providing consultation services from within the system or through community agencies;
- support for transitions – ensuring that stability and security exist as students and their families move from one neighborhood to another, one school to another, one grade to another;
- community outreach – developing linkages with public and private agencies and organizations which expand resources, services and opportunities available to students and their families;
- home involvement – identifying and addressing the learning needs of parents and other adult caregivers in students' homes;
- crisis prevention and intervention – creating safe, healthy and secure learning environments, and responding to crises with emergency care and appropriate follow-up care; and
- classroom-focused enabling – working to resolve students' learning or adjustment problems in the regular classroom, minimizing transfers to special education.

Among the agencies working with the teams to address students' needs are Wayne County's Family Independence Agency (the County's social services agency), Department of Community Justice, Human Services Coordinating Body, Children's Center, and Third Judicial Circuit Court. Also involved are the City of Detroit's Office of Children's Ombudsman, Police Department, and Health Department; Blue Cross/Blue Shield of Michigan; the Detroit Federation of Teachers; and the Organization of School Administrators and Supervisors.

With all of the teams in place, school officials anticipate that improvement will be seen in student achievement, the drop-out rate, student attendance, health services, partnerships and volunteers, and in a reduction in the number of special education referrals. Data on performance in each of these areas will be used in evaluations of the teams' success.

CONTACT: Andrea W. Bronson, Assistant Superintendent, (313) 494-8630

Focus on First Graders

One in three El Paso families is considered to be at risk due to socioeconomic conditions, the absence of a family support system, the dynamics of single parenting, or problems such as drug addiction, teenage pregnancy and domestic abuse. Parents who are faced with these challenges are less able to assume responsibility for their children's academic progress. These children are more likely to drop out of school, and they face enormous obstacles in the development of the social and psychological skills necessary to compete in the marketplace.

Focus on First Graders is an early intervention and drop-out prevention program designed to break this destructive cycle. Its long-term goal is to keep the at-risk children in school so that they can complete high school and enter post-secondary education, the civilian work force, or military service. The program employs three family intervention specialists trained to assess the needs of at-risk children and link them to the community resources that will improve their educational achievement and increase their self-esteem. The three specialists share a caseload of 250 families across eight of the school district's campuses.

The school-based program relies on a collaboration of private and public agencies and individuals committed to providing a wide range of social and educational services to families in the school district, services designed to strengthen the ability of families to give their children the support they need. Major components of the program are therapy – about 500 hours annually – for the child and/or parents, group counseling and support groups provided weekly on the eight campuses.

The agencies currently providing counseling, parenting classes, and a variety of direct social services include the El Paso Child Guidance Center, Catholic Counseling Services, Life Management Center, Jewish Family and Children Services, YWCA, Americorps, Texas Department of Human Services, Project Bravo, Texas Tech Health Science Center, General Assistance of El Paso County, and the City's Department of Protective and Regulatory Services.

Focus on First Graders began in 1990 when the school district was selected to participate in the Texas Community Collaborative Institute for Children and Youth. The collaborative brought together teams of education and community leaders to study academic, social, emotional, economic and family issues affecting students. Through it, the district was awarded start-up funds to implement its community action plan for the City's school-aged children. Seven target schools with high failure rates in first grade were identified, and Focus on First Graders was launched. Financial support then was provided by the U.S. Department of Education and by the Family-School Partnership Program of the Fund for the Improvement and Reform of Schools and Teaching. When this funding ended, the El Paso Independent School District incorporated the program into its own budget. Additional funding for the therapy and counseling provided by the program comes from the City's Community Development Block Grant.

Research shows that if a student is retained in the first grade, the chances of that student dropping out of school are high. If that student is retained a second time, the likelihood of dropping out jumps to 90 percent. Tracking of students in Focus on First Graders has produced some very encouraging results: The district's Research and Evaluation Department found that, during the program's first five years, the percent of students repeating the first grade at the seven target schools declined from 13.3 percent to 3.3 percent. District officials say that these students continue to be followed in order to assess the program's long-term impact.

CONTACT: Shari Schwartz, Program Manager, Focus on First Graders, (915) 578-5707

Intel Math/Science Partnership

The Fort Worth Independent School District is demonstrating how much can be accomplished with the significant financial backing of a major corporate partner.

The collaboration between Intel Corporation and the school district was launched in 1997 with a $325,000 gift to the schools to be used during 1998 in the improvement of science, mathematics and technology education. Intel's investment is in a school system that it will look to for skilled workers, and as a result of its investment, the district is strengthening its curriculum, labs and technology; enhancing faculty development; and broadening career choices and programs for students.

The collaborative is administered by school district curriculum staff members and Intel representatives. During 1998, the group met monthly to monitor progress toward the goals that had been set for the year. In these meetings, each activity's financial records and grant requests were reviewed; awards to the schools were made quarterly and were based on their performance. Activities made possible by the initial funding have produced a wide range of benefits:

- The science, mathematics and technology curricula were strengthened by enhancing scientific methods of inquiry and hands-on research, and by aligning secondary and post-secondary courses.
- More than 300 elementary teachers received training in the use of the hands-on science kits provided to more than 2,300 students in all elementary schools. Science competition activities included a Middle School Science Olympics in 13 schools, a robotics contest, videotaped interviews with science fair winners, and student visits to the International Science and Engineering Fair hosted by the City. At the high school level, an algebra/geometry pilot program, five classroom sets of calculators and a teacher calculator classroom view screen were provided.
- The skills of teachers and administrators in science and math, student learning, technology, and management of active learning environments were strengthened.
- Training for science, math and computer science teachers included advanced placement and vertical teaming programs. Academic Chairs for Teaching Excellence, which carry $10,000 awards for winning teachers, were sponsored in elementary math and elementary science; three additional finalists received $1,000 each. More than 75 teachers attended a Summer Science Institute. Intel also provided a consultant and software on science safety for 230 teachers, and advanced training in electronics for others. In addition, teachers were sent to state and national science and math conventions, and those teachers returned to provide training locally.
- The value of enrolling in high-rigor math, science and technology education was promoted: Four $5,000 scholarships were awarded to seniors, and business-related summer study tours for counselors and Vital Link on-the-job motivational internships for seventh-graders were underwritten. A dozen students and four teachers participated in a local university's Chem Day. The company also provided training and start-up costs for a new electronics program.

In addition to supporting the collaborative, Intel provided six grants totaling $278,000 to individual Fort Worth schools for technology projects such as physics integration, computer science, water filtration monitoring, and multimedia and computer animation. Teachers were provided advanced computer training through the Applying Computers to Education program and $170,000 in computer equipment – in addition to $80,000 in equipment provided by Hewlett Packard. Three schools received electronics labs in which students are learning to repair and refurbish computers.

CONTACT: Dr. Nancy Timmons, Associate Superintendent, (817) 871-2700

Students Traveling and Arriving Safely

A collaborative program designed to keep students safe as they walk to and from school has been introduced by the Fresno Unified School District. Students Traveling and Arriving Safely (STARS) is a partnership of the schools, Fresno's Police, Fire, Transit and Solid Waste Management Departments, and the U.S. Postal Service.

Since 1993, the school district has collaborated with the Police Department and the Fresno County Probation Department to develop police/probation teams on school campuses, youth courts in some schools, and safer campuses overall. Last spring, however, significant media attention was drawn to several incidents which occurred off-campus – two abductions of female students on their way to school (both of whom were released unharmed), two other attempted abductions of students, and a series of armed robberies of students on their way to school. The media accounts of these incidents raised concerns among public officials and the public in general. School and public safety officials believe they also added to public misconceptions about school safety.

The September 1998 implementation of STARS and the expansion of the established partnership between the school district and the City and County it represents is intended to let criminals know that Fresno cares about its children and is bringing the resources of the community together to guard their safety vigorously. Among the activities underway:

- *City Eyes* – City of Fresno employees in the Sanitation, Transit and Public Works Departments and U.S. Postal Service letter carriers serve as the "eyes and ears" of the police. They often are working in neighborhoods as children are walking to and from school and can report suspicious activity. Transit drivers receive radio descriptions of suspects and suspect vehicles involved in crimes against school children, increasing the chances that these suspects will be located.
- *Parent Patrols* – The Police Department conducts meetings at schools and trains parents to look for suspicious activity or for students in distress as they walk or drive on streets near schools.
- *Safe Houses* – Fresno Fire Department stations serve as safe houses for children frightened or in distress, and firefighters screen, train and provide safe house signs for neighbors who volunteer their houses for the program. City buses also serve as "safe places" for children.
- *School Employees* – School employees monitor the campus perimeter and are alert to suspicious activity.
- *Students* – Students are trained to walk with parents or other students to and from school, to watch for suspicious people or vehicles, to take safe routes home rather than short-cuts, and to report any activity that frightens or concerns them.
- *Police Officers* – Patrol, DARE and school liaison officers focus attention on the streets near schools at the beginning and end of each school day.
- *Citizens on Patrol* – These citizens drive through school neighborhoods in marked police vehicles and use police radios to report suspicious activity.

A training-of-trainers model is used to prepare participants for STARS. With this model, postal workers, for example, are trained by the Police Department and, in turn, train other postal workers.

STARS operates on a very modest budget: The Police Department provided $2,000 which has been used to purchase orange vests for the parents and other volunteers who walk around the schools, train program participants, purchase the magnetic signs which denote the safe houses, and provide each school with start-up supplies.

CONTACT: Lt. Dennis Bridges, Fresno Police Department, (559) 498-1410, or Carol Bloesser, Administrator, Office of the Superintendent, (559) 457-3724

Houston Builds Strong Communities

Houston Builds Strong Communities is a collaborative effort of a wide range of Houston area organizations designed to address the adverse effects of poverty, child abuse and neglect, single-parent and fatherless families, high crime rates and low student achievement in school. The project was designed to increase linkages between the school district and the community in order to benefit students and their families.

The three-year, 12-site project focuses on inner-city youth, nine to 15 years of age, who reside in seven public housing sites in the Enhanced Enterprise Community (EEC) of Houston. The 20-square-mile EEC includes 60 percent of the 335,000 students enrolled in the City's schools. The 12 project sites – Community Learning Centers – have the potential to reach a total of nearly 25,500 children between pre-school and the 12th grade, and well over 129,000 out-of-school youth, as well as their parents and other community members.

The initiative is grounded in the belief that the community is the classroom and that all community members should be actively involved in the learning process if students are to become self-sufficient, healthy, productive members of society. Activities at the Community Learning Centers include summer and weekend cultural arts and recreational programs for youth, parenting and literacy education programs for adults, inter-generational technology education programs, job readiness training, counseling and health-related services.

All project activities were underway by June 1998 and program officials believe positive impacts on students, their families and the community already are in evidence. For young people, the project is expected to increase their ability to resist drugs; to engage them in activities when they are not in school that foster life-long learning habits, critical thinking and higher-order thinking skills; and to increase their self-esteem. Parents are expected to be more involved in their children's education, and fewer families are expected to need public assistance. Communities are expected to work together to empower neighborhood residents.

The project is funded through the 21st Century Learning Communities grant program at the U.S. Department of Education, which provided $2.3 million for the first of its three years. The Houston Independent School District is the fiscal agent and contracts with the participating agencies. Partners in the project include the Houston Housing Authority, the Houston Community College System, Communities in Schools, the READ Commission, the Houston Area Urban League, the Family Service Center, the City's Health and Human Services and Parks and Recreation Departments, the YMCA, the YWCA, the Houston Public Library System, the Harris County Public Library, the Fifth Ward Enrichment Center, the Third Ward Community Cloth, and schools from the Alief, Cypress-Fairbanks, Houston, North Forest and Spring Branch Independent School Districts.

CONTACT: Joseph Dray, Director, Houston Builds Strong Communities, (713) 892-7621

Truancy Court Diversion Project

The Jefferson County Public School system recognizes that poor school attendance and habitually truant students represent problems that no longer can be solved by school interventions alone. It recognizes that these are community problems which call for comprehensive, collaborative solutions – solutions provided by the Truancy Court.

The Truancy Court was conceived in late 1997 by a Jefferson County Family Court judge and the school system's Department of Student Relations and Safety. They were joined later by the school system's Family Resource/Youth Services Centers and by staff members of Neighborhood Place, a network of service delivery centers, who represented six public agencies.

The goals of the Truancy Court are to improve a student's school attendance and to prevent students' families from being referred to Child Protective Services for educational neglect. Participation of students and families, while voluntary, requires a weekly appearance in the Court for up to 10 weeks. Family Court judges, who volunteer their time to the Truancy Court, question the students about behavior, attendance and grades, and ask the parents what they have done to support the student in these three areas. When the judge identifies family problems that contribute to absenteeism, a network of education, health, human services and social services systems is available to respond:

- The Court itself is staffed by the Family Resource/Youth Services Center coordinator and Neighborhood Place.
- Assessment of each family's situation is provided by the Jefferson County Department of Human Services.
- Financial assistance for child care and transportation is provided by the State through its Department of Social Insurance.
- Family mental health counseling is provided by Seven Counties Services.
- Extended school services are provided by the school system.
- Physical health needs are attended to by the Jefferson County Department of Health.

The Truancy Court's success with its student participants is reflected in the school system's attendance data: Last year, the average number of absences for each of the participants was 17 days. For the first semester this year, the average number of absences for these same students has been 4.6 days. One group of students who participated in the Truancy Court last year is being monitored to determine the long-term effect of the Court's intervention. For the first semester of this school year, absences for these students averaged 3.7 days.

The Truancy Court does not have its own budget; rather, it takes advantage of grants to enhance its activities, and it uses available funds in innovative ways. The role each participating agency plays in the Court falls within that agency's mission and budget, and staff working with the Court do so as an extension of their agency's responsibilities. In fact, the Court serves as a vehicle for identifying clients needing the agencies' services.

CONTACT: Marty Bell, Deputy to the Superintendent, (502) 485-3949, or Jane Charmoli, Program Specialist, (502) 485-3926

Middle College High School

Middle College High School (MCHS), a joint effort of the Memphis City Schools and Shelby State Community College, was established in 1987 to address the needs of youth who are at risk of academic failure and of dropping out of school.

MCHS envisions its graduates as responsible, productive members of the global environment, unlimited by societal or economic boundaries. It recognizes that while some students are self-motivated, others need positive role models to help them prepare for the job market and life's challenges. The goals of this partnership are to motivate at-risk students to remain in school, improve their academic performance and self-concept, and assist them in pursuing college or a career-oriented job after graduation.

Most of the 200 students now being served by the program can be characterized by their poor academic performance, poor attendance, home and social problems, negative peer and community influences, or economic limitations. Students are recommended for admission to the school, or they may initiate the admissions process themselves.

MCHS affords students an opportunity to experience high school and college at the same time. A dual enrollment program allows them to receive both high school and college credits, and the collaboration of high school and college faculties provides for a seamless high school-to-college transition. Students have access to resources available at the college, including science labs, computer labs and the library. The location of the high school on the college campus contributes to the students' self-esteem; it encourages them to dress and present themselves as college-level students; and it enables them to attend guest lectures and participate in college social activities. The classes are generally small – about 15 students – and conducive to informal discussions in which students learn conflict resolution, effective communication, and other skills which help to prepare them for life.

Funding for MCHS is provided by the Memphis City Schools; Shelby State Community College provides in-kind contributions. The funds support 19 positions and the purchase of related educational materials and supplies.

Since its inception, over 2,000 students have benefitted from the Middle College High School program. In recent years, MCHS has met or exceeded the district's attendance rate, promotion requirements and drop-out reduction rate, even though its students are considered to be at high risk for dropping out of school.

CONTACT: Joyce Mitchell, Principal, Middle College High School, (901) 579-3210

Collaborative Approach to Teacher Education

Toward the ultimate goal of increasing student achievement, Miami-Dade County Public Schools maintains a collaborative link with local and state institutions of higher education in order to improve the preparation of its teachers – in particular, those who will be teaching students with limited English proficiency. Specifically, the collaboration covers the design, delivery, pedagogy and assessment of courses for the system's current and prospective teachers which now are offered in six area universities.

The direct beneficiaries of this collaboration are persons preparing to enter the teaching profession as well as those currently in the profession who wish to advance their instructional skills through professional development activities.

The program focuses on teachers of mathematics, science and reading, and includes strategies in English for Speakers of Other Languages (ESOL), classroom management, and multi-cultural diversity – all especially important elements in a system such as Miami-Dade's. Teachers of Limited English Proficiency (LEP) students and ESOL students participate in the collaborative courses and professional development activities, and all instructional strategies used in the courses, as well as all strategies taught in the courses, are appropriate for both teachers and students whose primary language is not English.

The program was started in the fall of 1996 with funding provided through a federal Title VI grant that was awarded to the school system's Office of Professional Development and Career Advancement. In the first and second years of the grant, the participating institutions of higher education were identified, rapport with the institutions' administrators and instructors was built, mutual needs were discussed, the collaborative design of courses was undertaken, and classes were facilitated – that is, school system specialists provided in-service training and worked in the classrooms with teacher educators to ease the introduction of new materials and approaches.

The classes now being offered are well-attended; additional courses are being designed and introduced; and all the courses are being evaluated so that they can be revised to better meet the needs of both the participants and the Miami-Dade County schools. By the end of the 1998 school year, 316 teachers – both currently employed and pre-service teachers – had been enrolled in the collaborative courses across the six participating institutions of higher education.

One goal of the collaboration project was the development of at least five new courses for pre-service teachers in mathematics, science or reading – including related areas of ESOL strategies, classroom management, and multi-cultural diversity – and this has been accomplished. Reading Add-On Certification courses for currently employed Miami-Dade County teachers also have been designed and implemented and are being offered at the school system's Teacher Education Center.

In addition, various advanced degree programs to assist and enrich current teachers have been jointly designed with local universities. Examples of these programs are:

- Master of Science in Teaching English to Speakers of Other Languages, a program at Florida International University;
- Master of Science in Spanish Language Education, a program at Nova Southeastern University; and
- Master of Science or Specialist in Education while pursuing the National Board For Professional Teaching Standards Certification program, a program at the University of Miami.

CONTACT: Patricia Parham, Assistant Superintendent, Office of Professional Development, (305) 995-7477, or Ann Phillips, Educational Specialist, (305) 995-7451

Health Resource Center

The Health Resources Center was created five years ago as the result of discussions on increasing students' access to health care which were held by health providers in the Milwaukee community and Milwaukee Public Schools administrators. The Center coordinates a network of health-related organizations that is collaborating with the school system in an effort to meet the comprehensive health needs of the City's students.

The Center's initial effort targeted existing school-based health centers in three high schools, one middle school and two elementary schools. Since then, services have been expanded into 30 elementary schools, and efforts are underway to expand into several additional middle and high schools. Local health providers fund the health services available in the schools; the schools provide the space, utilities and other in-kind services needed, including office supplies and access to copying. In a contract with Milwaukee Public Schools, each health provider specifies the services to be delivered; the contract also covers items such as liability and insurance.

The health services currently offered through the school-based programs vary in scope: Most sites are staffed by nurse practitioners who are able to assess and treat a variety of illnesses and injuries. Many sites serve as training facilities for student nurses from area nursing education institutions, and some sites have family practice residents on staff. All are affiliated with a health care organization and have some type of physician support. Public health nurses from the City's Health Department work with the health providers to deliver complementary public health services.

Comprehensive School Health Teams comprised of school support staff, teachers, administrators, public health nurses, health providers and community members have been established in many schools to improve communication on health needs and services. Efforts currently are underway to strengthen these teams, and program officials report that the collaboration among the professionals on the teams appears to be having a positive effect on the numbers of students using the health services in the schools.

A three-year funding commitment by Center members supports a director who works with an advisory board and a steering committee on strategic planning, expansion and assessment, and the resolution of health care access issues that arise in the district.

A preliminary assessment of the six initial school-based health centers, performed during the 1997-1998 school year, reveals that:

- the number of immunized students had increased to the point that most of the schools in the study had few children who were non-compliant;
- health education was strengthened; for example, students with asthma became more proficient in self-management skills;
- students who sought health services in the schools returned to class approximately 95 percent of the time, and parents were giving consent for services for over 60 percent of the students; and
- through the health services provided, many students are enjoying increased access to a primary care provider.

The Health Resource Center is currently working with its advisory board members to devise a strategic plan for activities in the coming months and years. Other potential collaborative projects would address mental health, asthma control, attention deficit hyperactivity disorder, dental health, and vision screening.

CONTACT: Maureen Kartheiser, Director, Health Resource Center, (414) 475-8638, or Sheryl L. Gotts, Curriculum Specialist, (414) 475-8057

School-to-Career Partnership

In 1994, with the goal of increasing the private sector commitment to the development of graduates' marketable skills, the Nashville Area Chamber of Commerce and the Metropolitan Nashville Public Schools formed a joint community task force to support Nashville's School-to-Career initiative. Through the task force, a comprehensive framework for implementing systematic school-to-career programming for all of the system's 72,000 students was developed. Also developed was a framework to provide students with linkages to the workplace and to further education after graduation.

What began as a partnership between the Chamber and the school system has developed into a collaboration of several organizations and initiatives, including the PENCIL Foundation Adopt-a-School Program, Junior Achievement, Rotary, the Nashville Career Advancement Center, Boy Scouts and Girl Scouts, Nashville-Davidson County Metro Government, and many other community-based organizations and local public and private colleges and universities.

Nashville's School-to-Career Partnership has created several alliances between the City's public schools and the community to provide work-based educational experiences for students, and to develop students' ability to adapt to the ever-changing demands of the global marketplace.

Job Shadowing – This activity connects what students learn in school with the knowledge, skills and attitudes required in the workplace. More than 400 11th grade students job-shadowed Nashville workers in the 1997-98 school year; more than 1,000 will participate during the current school year.

Work Place Center – The school district has designated itself a Work Place Center for student internships leading to careers in education. Centers providing internships in various career fields are located throughout the City; through the school district's Center, students serve as interns in after-school and summer programs.

Website – The School-to-Career website – http://www.nashvilleschool2career.citysearch.com – has been implemented as a resource for all concerned with the program: students, teachers, parents, and the business community.

Pathfinder System – A system to manage requests for employer participation in the program which are received via the Internet has been developed and implemented.

Curriculum Template – A mechanism which incorporates School-to-Career learning experiences into the core curriculum, K-8, has been developed and implemented.

Career Academies – This is a vocational-academic program established with the school district's high schools. Nine academies focusing on broad occupational areas are currently fully implemented or will be in place by the end of the 1998-99 school year. Among the areas covered by these academies are manufacturing, business (marketing and finance), printing and publishing, and hospitality and tourism.

The Partnership also is participating in the Education Edge Project, the Tennessee Department of Education's school-to-career project to develop a *Mentoring Handbook* and a *Workbased Learning/Legal Issues Guide* for the use of employers and educators in their work with students.

Officials in Nashville believe that the success of the School-to-Career Partnership to date makes it likely that their long-term goal will be reached: By the year 2010, they say, every Nashville student who completes high school will be prepared to make a successful transition to a career and to post-secondary education.

CONTACT: Jeanette Armstrong, Director of Vocational, Adult and Community Education, (615) 259-8710

Summer Food Program

A coordinated effort begun in 1998 by Newark Public Schools and the City of Newark is now producing a more efficient summer food program for all the City's children.

With 82 schools and 43,500 students, Newark Public Schools represents the largest school district in the State of New Jersey. More than 80 percent of Newark's students qualify for free or reduced price meals. For its school-year food program, the district has a 72 percent lunch participation rate and a 29 percent breakfast participation rate.

While the correlation between good nutrition and academic achievement has been well documented, but across the nation, only one in six students who participate in a school-year food program have access to a summer food program.

The Director of Food Services for Newark Public Schools understood that the only way to reach more children in her city year-round, and at the same time run an efficient program with no duplication of service, would be to coordinate the school district's summer feeding efforts with those of the City of Newark, which also operated a limited summer food program providing children with unitized vended meals.

The City's summer program – "SuNuP" – offered cold breakfast and lunch, and its sites overlapped those of the school district's program. Both programs received support from the New Jersey Bureau of Child Nutrition, which administers the U.S. Department of Agriculture child nutrition programs.

The school district reached out to the City and to the State's Bureau of Child Nutrition, which was instrumental in helping to develop a coordinated summer plan. The City agreed that, to avoid overlap of feeding times as well as duplication of spending for food programs, the district would become the only "feeder" on school sites. The district agreed to increase the number of school sites in its program, to offer a longer feeding schedule which for the first time included hot meals, and to welcome all children up to the age of 18; previously, the program had been available only to children enrolled in the summer academic programs.

It also was agreed that the City would continue to provide meals at its non-school sites – day care centers, Boys & Girls Clubs, day camps, churches, community centers and outdoor recreation sites, among them.

The result of the cooperative approach taken by the schools and City is a summer feeding program that offers breakfast and lunch five days a week during July and August. The meals are available over a five-week period at elementary school sites and for six weeks at high school sites.

Last summer, the schools served some 161,000 meals across its 30 program sites. For the summer of 1999, the program will be expanded to more sites and offer a longer feeding schedule.

CONTACT: Valerie Wilson, Director of Food Services, Newark Public Schools, (973) 733-7170, or Elizabeth Rainey, Director of SuNuP, Department of Recreation, City of Newark, (973) 733-7608

Juvenile Diversion Program

Each year, thousands of adolescents come to the attention of New York City's vast juvenile justice system. Unfortunately, while many of them exhibit acute behavior problems which indicate that they are at high risk for alcohol and substance abuse, the underlying issues associated with these behavior problems often go undetected as the young people pass through the system.

To address this situation, the New York City Board of Education created the Juvenile Diversion Program, an initiative which links the City's juvenile justice system with comprehensive drug, alcohol and tobacco use/abuse prevention efforts underway in the City's schools since 1971: SPINS, the Substance Prevention Intervention Network, in the 32 community school districts for elementary and middle school students, and SPARK, its companion program in the high schools. Launched in February 1998, the Juvenile Diversion Program is part of the Mayor's Drug Initiative and also works cooperatively with a variety of community-based organizations.

The Diversion Program is targeted specifically to young people in the middle grades who exhibit at-risk behaviors and may have had only initial or limited involvement with law enforcement authorities, providing intervention measures which help redirect adolescents' behavior before they become further involved in criminal activity. These early intervention measures are designed to promote enhanced self-esteem, improved academic achievement, and increased awareness of educational and vocational opportunities.

The teenager's initial contact with the Program is through a Substance Abuse Prevention and Intervention Specialist; one is assigned to each of the City's Family Courts located in Brooklyn, Bronx, Manhattan, Queens and Staten Island. Trained to relate to students both as a counseling professional and as an advocate, each Specialist combines alcohol and substance abuse prevention skills, affective education techniques and humanistic approaches to provide the Program's wide range of services.

With the overall goal of helping students develop the life skills necessary to make positive choices, the Specialist screens, assesses and recommends students for school-based programs designed for at-risk youth; these include individual, group and family counseling; crisis intervention; and referral to community agencies, based on the individual student's needs. Referrals to agencies outside the schools are made for students who would benefit from specialized support services, recreation and family interaction. Community-based organizations as well as community boards, hospitals and churches provide additional resources for the students. Referrals to community programs are based on the appropriateness of their content as well as their proximity to the student's home and school.

Within the school system, there is a continuing effort to increase the Program's visibility and students' exposure to it; there also is a continuing effort, through outreach and networking, to add to the menu of services available to the at-risk and court-involved youth targeted.

More than 700 students were served by the Juvenile Diversion Program during its first year.

CONTACT: Nancy Rico, Coordinator, Juvenile Diversion Program (718) 935-4817

Even Start and Family Literacy Program

The Norfolk Public Schools established the Even Start and Family Literacy Program in July 1997 to target families – in particular, those with young children – in one of the City's low income neighborhoods. The multi-service program, made possible by a $200,000 Even Start grant from the Virginia State Department of Education and matching funds from the Norfolk Public Schools, is a partnership of the schools, the City of Norfolk, and several other public and private entities. It is located in the Berkley Campostella Early Childhood Education Center which serves three- and four-year-old preschoolers and their families.

Norfolk is a city of 239,000; the program's original target area – Diggs Town and Oak Leaf Forest – includes nearly 4,000 people. The population in the area is 96 percent African American, with a median income of $7,376 and a 28 percent unemployment rate. Among the target families, 66 percent of the adults have not completed high school, and 47 percent of the households are on public assistance.

In its first year, Even Start focused on enrollment of children, newborn to age three, as there were no programs in the area that served children under age three. Today, Even Start serves 36 families with 62 children in a combined center-based and home-based program of services. Families are recruited through door-to-door contacts, parents of children in the program, and referrals from human services agencies and from the Norfolk Redevelopment and Housing Authority.

In addition to the Redevelopment and Housing Authority – which provides some of the Program's funding – partners in Even Start include the school system's Departments of Special Projects, Adult and Vocational Education, and Special Education; the Tidewater Literacy Council; the City of Norfolk's Department of Human Services and Department of Health; and several other local public and private agencies and organizations. Funds from all sources bring the total program budget to $360,000.

Among the services provided by Even Start partners:

- *City Health Department* – workshops for parents, a pediatrician and a dentist who do screening, and physical examinations.
- *Norfolk Public Schools Food Service Department* – breakfast and lunch five days per week for both the children and adults.
- *Redevelopment and Housing Authority* – transportation to and from the Campostella Center five days per week.
- *Norfolk Works* – job training and one-on-one job mentoring for parents.

The program also provides adult education, early childhood education, child care, parenting education, home visits which focus on parenting skills and child development, and a summer enrichment program for parents and children.

Families who participated in Even Start during the first year of the program showed significant improvement in their life circumstances: Seven out of 10 families gained in one or more areas including movement from welfare to independence, family income, employment, and adult education. For example, 70 percent of the adults improved their Test of Adult Basic Education reading level, 67 percent improved their math level, and 15 percent obtained employment. Sixty-four percent of the children gained in at least one developmental skill domain – communication, academic, self-help, social and physical – and 82 percent of the families improved their Parent-Child Relationship Checklist scores.

CONTACT: Vanessa Bridgers, Facilitator, Norfolk Even Start and Family Literacy Program, (757) 441-1933

Senior Project

Oklahoma City's Senior Project links students directly with their community. It was created during the 1991-92 school year in response to school officials' realization that urban students did not have significant contact with the "real world" around them, did not have a grasp of the public and private systems in their community, and did not know how to use these systems to their advantage.

The program was started that year at John Marshall High School, expanded in the years following to two additional high schools – U.S. Grant and Classen School of Advanced Studies – and this year will be provided at all of the district's high schools. Through the years it has enjoyed the consistent support of the City's business, health care, public service and government leaders.

Senior Project provides a practical learning experience for every senior in the participating high schools and an opportunity for these students to supplement formal education with a greater awareness of the world around them. The students are released from the last three weeks of their senior year to pursue a self-identified area of interest which may involve career exploration, in-depth academic study or service projects.

Strict time controls and close supervision of each student are provided by an external mentor and by internal committees of teachers, parents and students. To ensure accountability, several requirements must be met:

- Students must report to their faculty advisors once each week to discuss their progress.
- Parents on the Senior Project committee visit each student on their project site at least once.
- At the conclusion of their Senior Project, each student submits the daily journal and time sheet that has been maintained during the three weeks.
- Also, at the conclusion of the project, each student submits a four-page essay evaluating their experience.
- Each student's community sponsor submits an evaluation of the student's work, citing traits such as dependability, seriousness of purpose, cooperation, initiative, motivation, punctuality, and ability to work with others.

Several in the community have helped with students' transportation, when needed, and other costs associated with the program have been minimal.

Opportunities and ideas for the program are endless, say Senior Project officials, especially for the imaginative student. For example, researching the history of the district's desegregation efforts may satisfy a student's personal interests and innate intellectual curiosity. Serving in a hospital or a home for the elderly may provide valuable "helping" experiences. Assisting a clerk in a law office may provide insights into what a lawyer's work really entails. Serving as an aide to a legislator may help clarify the political process.

While the main objective is exposing seniors to people and ideas outside the regular classroom experience, Senior Project also helps to develop students' skills in 1) identifying problems, 2) determining possible solutions, 3) reaching conclusions, and 4) evaluating those conclusions.

Not surprisingly, officials say, students have used Senior Project to make connections in the community which have led to full-time employment. They have developed "banks" of references and have gained knowledge that has had a profound effect on their career choices.

CONTACT: Bill Scoggan, Director, Magnet Schools and Specialty Schools, (405) 297-6898

Construction Partnership

Omaha's public schools have joined with several public and private organizations in the metropolitan area to help meet a need for skilled construction workers.

Although approximately 40,000 people in Omaha's metropolitan area are employed in the building construction industry, there are not enough skilled crafts workers available to complete the many construction projects which have been underway in and around Omaha. The problem goes beyond the lack of skilled workers; the present skilled craft workforce is aging, and most high school youth have not shown an interest in construction jobs.

To address this problem – one which directly affects the continued economic development of the area – the Omaha Public School District, the Omaha Job Clearinghouse, Metropolitan Community College, and a number of businesses and industries, unions and apprenticeship programs joined together in 1997 to create the Construction Partnership. The goal of the effort is to generate interest in career opportunities throughout the construction industry and to develop entry-level competencies in targeted skill areas.

The Partnership's first step was the development of a two-year program in residential and commercial building construction for high school students in grades 11 and 12. The program's classroom instruction and activities covered, among other topics: safety, applied math, drafting and blueprint reading, basic tools and equipment, site preparation and building layout, concrete and masonry, footings and foundations, framing, electrical, plumbing, HVAC, dry-walling, painting, decorating, finishing, and working as a member of a team. Between their junior and senior years, students are offered paid summer internships at sponsoring firms at a guaranteed wage of at least $7.50 per hour.

To participate in the program, students must successfully complete an introductory industrial and/or computer-assisted design engineering class, an application form, and a screening interview. An interview team consisting of the program manager, representatives from the building construction industry, and school district staff members select the 120 participants to which the program is limited.

The program combines the skills of a certified teacher, an advisory committee, and construction personnel from a variety of businesses. The certified teacher, who also serves as the program manager, has an endorsement in industrial technology and practical experience in building construction. The construction personnel support the program by providing: 1) skilled craft workers to assist with specific instructional activities; 2) job shadowing sites; 3) paid student internship work sites; 4) ongoing monetary support for tools, equipment, supplies and transportation; 5) curriculum advice and direction; and 6) visits to high schools to inform students of opportunities in the construction industry.

The Partnership's business advisory group is subdivided into committees on internship, fund-raising, marketing and curriculum. Each committee meets on a regular basis and brings its recommendations and other relevant information to the quarterly Partnership meetings. School officials praise their business partners for providing everything from money and tools to professional expertise and moral support for students.

After successfully completing the Partnership's two-year program, students may receive college credit through Metropolitan Community College, advanced standing in a registered apprenticeship or other post-secondary training program, or assistance in seeking employment.

CONTACT: Connie Eichhorn, Career Center, (402) 557-3700

Interagency Council

In Pittsburgh, the agencies and organizations sharing responsibility for the development of the City's young people have come together to share information, identify common problems and develop solutions to them.

The Interagency Council was initiated by the Pittsburgh Public Schools in the early 1990s in recognition of the fact that the needs of its students are multi-faceted. Each month, approximately 30 representatives of youth service and social service agencies, law enforcement agencies – including the housing, transportation, City and school police departments – the juvenile justice system and other City government agencies meet with magistrates, elected officials and school district staff for a half-hour working lunch. The district's top decision makers are involved, with the President of the Board of Education chairing the meeting and the Superintendent actively participating.

As a result of these meetings, participants report, school-community relations have improved, the school district is less isolated, and school officials can more easily get in touch with officials of youth-serving organizations and agencies whenever it becomes necessary to do so. Improved communication, they say, enhances the confidence of agency heads who deal with children and youth. It also produces realistic solutions for real problems affecting young people. Two examples – a traffic problem and a truancy problem – illustrate this:

1) Downtown pedestrian traffic is heavy during the work week, and the thousands of high school students who transferred buses downtown on their way home from school made it worse. Shoppers, especially elderly ones, were fearful of large groups of young people at bus stops and in the stores. Sometimes there were fights, and sometimes offensive language could be heard. The Downtown Partnership, a group of concerned business people, asked for Interagency Council action. A working group comprised of transit, City and district police and staff members was formed. The result: Downtown bus transfer points were shifted to disperse the students, and law enforcement agencies coordinated their patrols so that the situation could be more closely monitored.

2) The City had established a curfew center for underage youth who are on the streets after a certain hour, but concern also existed for truants – specifically, how to pick them up and get them to the schools where they belong. Because of City Council concern with the cost of the curfew center, the Interagency Council formed a group to develop a truancy center that would "wrap around" the existing curfew center. City and County school districts and the parochial school system became partners in the effort. Truants now can be picked up by transit, housing, City and district police and taken to the center, which is operated by the Three Rivers Youth organization, where counselors notify their schools and their parents. Parents picking up their children at the center are interviewed by staff members, and school staff members follow up when the students return to school the next day.

CONTACT: Dale E. Frederick, Superintendent of Schools, (412) 622-3600

Teacher Academy

A partnership of the Providence School Department and Rhode Island College is recruiting an ethnically diverse group of City students for the teaching profession and guiding them as they move through high school and enter college to prepare to become teachers. The premises underlying Providence's Teacher Academy is that the City can "grow its own" future teachers and, by recruiting from a multi-cultural society, can provide schools with teachers who also are role models for their students. The goal is to ensure that City schools will continue to be staffed by sensitive, aware, caring and professional educators.

To recruit students, the Academy targets a multi-cultural cross-section of the School Department's population. The ethnic breakdown of the participating students reflects the population's diversity: The group is 41 percent Hispanic, 21 percent African American, 18 percent Caucasian, 14 percent Asian, 3.5 percent Native American, and 2.5 percent Portugese.

The School Department and Rhode Island College share responsibility for educating the students as they progress through high school and into college, providing the administration, teachers and support staff necessary to meet the students' needs. At Mount Pleasant High School there is a central administrator, a building administrator, a coordinator, a core team of Teacher Academy teachers, a guidance counselor and a financial aid counselor. At the College there is a dean of education, a coordinator, and an advisory staff of professors. Through their joint efforts in the Teacher Academy, a collaborative working relationship has developed between the faculties and staffs of the two institutions.

The budget for the Teacher Academy covers expenses incurred by the individual institutions: At the high school, funds are budgeted for educational supplies, texts and other needed tools; at the College, they are used for faculty retreats, campus visits and scholarships for qualified students.

The Teacher Academy has developed a curriculum that reflects current educational practices, a teacher preparation program that can be used by high school students to explore the educational opportunities available to them, and instruction which ensures that students are computer-literate. It also has established a service volunteer component through which students provide tutoring services in the Providence community.

CONTACT: Joyce Stevos, Director, Providence School Department, (401) 456-9211, or Dr. David Nelson, Dean, Feinstein School of Education, Rhode Island College, (401) 456-8110

Certificate of Employability

For many years, the business community in Rochester had sought ways to assess the employability of Rochester City School District graduates, while the school district had continually sought to better prepare its graduates to meet employer standards. Since 1996, the City's employers and schools have been working together through the Certificate of Employability, an initiative that prepares students for the workplace and at the same time provides evidence of their qualifications for employment.

The Certificate of Employability is a supplement to the high school diploma. As an indicator that a student has met specific school and workplace standards and will be a responsible, high-performing employee, it is recognized by employers throughout the greater Rochester area. The Certificate was developed by the school district in collaboration with the Rochester Business Education Alliance, an employer organization that supports business-education partnerships to increase students' academic performance and prepare them for the workplace.

The Certificate is designed to help students explore their career interests and begin to prepare themselves for their careers by acquiring the necessary education, skills, attitude and discipline. To earn the Certificate, high school students must meet several standards; specifically, they must achieve a required number of points in each of five areas:

- *Core Academics* – Points to be achieved each year are in the core subjects of English, math, science, and social studies. The points are based on the grade earned and the difficulty of the course.
- *Applied Learning/Workplace Competencies* – Points must be achieved in each of five competencies: communication, problem solving, working with others, information gathering, and learning and self-management. Skills in these areas are acquired through course work, projects, work experience or other activities in the school and community.
- *Attendance* – Points to be achieved each year are based on average daily attendance in the four core academic subjects.
- *Citizenship* – Points to be achieved are based on 10 prerequisites involving school rules, behavior, personal commitment and responsibility, self-management, honesty, working with others, and the school district's values policy.
- *References* – Points must be achieved based on positive references obtained during 12th grade.

To quality for the Certificate, a minimum number of points must be earned in each of the four years of high school.

Working with their teachers and with partners from the business community, students also must develop a resume, a written statement of their career goals and interests, and a portfolio demonstrating their achievements in areas such as leadership, responsibility, academic excellence and citizenship, and their commitment to high standards.

During their senior year, students are interviewed by a committee comprised of school district staff and business leaders, and their portfolios and other materials are reviewed at that time by the committee. For students who satisfy the criteria and successfully complete the interview, the Certificate of Employability is presented at graduation.

In 1996-97, the first school year for the program, 54 students at three high schools earned the Certificate; of those, 47 are known to be currently employed, pursuing further education, or both. In 1997-98, the program was expanded to all Rochester high schools; that year, the Certificate was earned by 142 students who began their job searches upon graduation. The Certificate also is available now to adult students in the district's adult education and GED programs.

CONTACT: Donna Phillips, Supervising Director, Workforce Preparation, (716) 262-8322

Students Today Achieving Results for Tomorrow

Sacramento START (Students Today Achieving Results for Tomorrow) is an innovative after-school program that builds the capacity of children to succeed academically and socially. It is a partnership of the City of Sacramento, the Sacramento City Unified School District, four other school districts in the Sacramento Metropolitan Statistical Area, the California Department of Education, and many other public and private agencies and organizations. After just three years, it has become a local, state and national model for outcome-based after-school programming and legislation.

START programs are located in areas identified as among the most challenged. Sixty-two percent of the children and young adolescents targeted by START live in families in which English is not the primary language. Because of the low educational levels, language barriers, living conditions and life challenges of their parents or primary care-givers, few of these children receive adequate assistance with homework or positive incentives to succeed.

START focuses on development of students' reading, writing and mathematics skills. It is designed to expand, rather than extend, the school day. Attending three hours a day, five days a week, students receive homework and tutoring assistance and participate in literacy, enrichment and recreation activities. Presently, more than 5,000 students at 28 elementary schools and one middle school participate in START. Program site team members include the building principal, the site director, program leaders, classroom teachers, local business leaders, high school mentors and tutors, college interns, parents and others. Seventy-three percent of the program's 328 paid staff live in the neighborhoods in which programs are located, and one in three have children in the program. Twenty-six percent are transitioning from welfare to work.

Independent evaluations indicate that 83 percent of the students who entered the program with national test scores below the 26th percentile in reading and mathematics have improved an average of 19 points – dramatically more than their peers. Classroom teachers report that 85 percent have improved the quality and completion rate of their homework. Four out of five students have improved their social skills, raised their self-esteem levels, and increased their self-confidence. Ninety-eight percent of parents state that their children have benefitted greatly.

Sacramento START has earned a reputation for being one of the most cost effective, public-private partnerships in the United States. All children participate free of charge, at an average cost to funding partners of less than $4.50 per child per day. Using school facilities as sites minimizes expenses, effectively leveraging resources. It also maintains a high level of personnel retention and holds administrative costs to less than nine percent of the budget. This means that 91 percent of its budget is allocated to direct service delivery.

In just over three years, START's annual budget has increased from $865,000 to $4.7 million. The funding base reflects the START partnership – balanced, diversified and sustainable. Direct financial investments in the current fiscal year are being made by the participating school districts, the City, the California Department of Education, Sacramento County, the federal 21st Century Community Learning Centers program, private foundations and corporations, and participating schools.

Sacramento START was launched in 1995 in 20 elementary schools with 2,000 students enrolled. By the fall of 1999, with the addition of several new sites, START will be serving 7,000 students in 40 programs located in seven school districts.

CONTACT: Andria Fletcher, Director, Sacramento START, (916) 277-6115

Beginning Teacher Support and Assessment

In 1994, the State of California awarded a grant to San Diego City Schools and San Diego State University to provide support to 100 beginning teachers in hard-to-staff schools. In the four years since the initial award, the State has increased the funding to the extent that this collaborative effort, the Beginning Teacher Support and Assessment (BTSA) Induction Program, now serves 480 beginning teachers.

The BTSA Induction Program targets all first- and second-year teachers new to San Diego's system. A BTSA participant may have completed a university pre-service program or a district internship, or may be an experienced teacher who taught previously in a private school setting. Program goals are to improve the achievement of students by providing their teachers with on-going professional development and support, to reduce teacher isolation and increase collaboration, to enable beginning teachers to be effective in teaching culturally, linguistically and academically diverse students, and to ensure the professional success and retention of beginning teachers.

Each beginning teacher in BTSA is matched with a support provider – an experienced practicing teacher. Beginning teachers and their support providers are paired early in the first year and work closely throughout the two years of the induction period.

The program is based on the California Standards for the Teaching Profession (CSTP) and incorporates a comprehensive formative assessment system. These standards, developed by California educators, are founded on research-based teaching practices. The formative assessment system employs a consultative, reflective process designed to help beginning teachers develop as professionals.

The beginning teachers and their support providers receive extensive and ongoing training in the CSTP and in the formative assessment system. Monthly professional development sessions focus on best teaching practices and strategies for reflective conversations. With guidance from their support providers, the beginning teachers develop an Individual Induction Plan and, based on information gathered during classroom visits, choose an area of professional growth that will help them meet the CSTP. The beginning teachers and their support providers continue classroom visits and meet regularly to discuss progress toward achieving the professional goals which they have set.

Other forms of support offered beginning teachers include: a $300 stipend to purchase classroom library and curriculum materials, two units of school district salary advancement credit, courses for salary advancement credit, professional development conferences and seminars, a $30 certificate for use in the Teachers Media Center, a "starter kit" of materials and supplies, and release time for classroom visits.

Research on BTSA has found that beginning teachers who participate in the program transition more easily into the complex responsibilities of teaching, that both teacher retention rates and learning opportunities for students have improved, that participants report high levels of satisfaction with the teaching profession, and that many have become reflective practitioners who actively seek to strengthen and augment their professional knowledge throughout their careers. The research also shows that, through BTSA, beginning teachers develop a philosophical and theoretical understanding of teaching and learning which helps them make thoughtful, informed decisions about instructional strategies and ways to support students' learning.

CONTACT: Mariam True, Program Manager, Teacher Development and Induction, (619) 496-1880

Education Action Agenda

The Education Action Agenda, signed in September 1998 by (then acting) Superintendent Joseph Olchefske and Seattle Mayor Paul Schell, formalized a partnership of the Seattle Public Schools and the City government on behalf of Seattle's children. While the school system and the City have worked together for many years – currently on more than 100 projects – the Agenda spells out long-term goals which reflect their shared philosophy and vision. The vision of the Seattle Public Schools includes creation of a world-class, student-focused learning system; school officials know that, to make this vision a reality, collaboration with the City government is essential.

The Education Action Agenda contains three targets:

- mobilize City, school district and community resources to promote positive youth development and increase academic achievement;
- enhance partnerships between the City and the school district to make the best use of public resources; and
- update and improve legal agreements between the City and the district.

For each of the targets, short-term action items with clear, concrete objectives are described, and each action item specifies the results both the City and the school district want to achieve by August 1999. The specific actions in support of the first target include developing a long-range plan for the provision of student comprehensive health services in schools, and enrolling all qualified students in the State Medicaid program. They also include coordinating City and school district efforts to improve social, health and academic outcomes for middle school students, and providing students additional job shadow opportunities within City government.

Action items listed under the second target include expanding the relationships between the schools and the public libraries, and coordinating school district facilities plans with the City's neighborhood plans. Actions under the third target include negotiating a memorandum of agreement about the provision of child care in school facilities, and renegotiating a master cooperation agreement for capital projects.

Both the City and the schools are monitoring progress toward these short-term goals and expect to develop a complete report on them for review by the Superintendent and the Mayor in August.

Support for the Education Action Agenda comes from existing resources of the City and school system and from in-kind services provided. Again, this Agenda does not include the various programs and projects on which the City and school district previously were collaborating, such as the seven-year, $69 million levy which provides social and health services, after-school activities, child care and academic support for students.

CONTACT: Susan Llewellyn, Special Assistant to the Superintendent, (206) 298-7017, or Laura Kohn, Director, Strategic Planning Office, Office for Education, City of Seattle, (206) 684-0586

School Resource Officers

On any given day, 45,000 to 50,000 people – students, employees, parents, volunteers and visitors – flow through the Toledo Public Schools. This is a sizable population, one which warrants police protection, and ensuring its safety is of paramount importance to the school district.

The district relies on a strong internal security system and a partnership with the Toledo Department of Police Operations to help keep community problems outside its school buildings so that staff and children inside can concentrate on teaching and learning. The partnership between the schools and the police department – the School Resource Officer program – started in 1994. Sixteen full-time officers are involved in the program, one stationed at each junior and senior high school in the district.

The police officers' assignments to individual schools are permanent; program officials believe that by remaining with a school on a permanent basis, an officer is helped to develop more personal, and more effective, relationships with both the students and the staff at that school. And while the officers work primarily at their assigned secondary school locations, they also are available to assist associated elementary schools with any safety and security needs they may have.

To date, funding for the program has been provided by the police department; desks and telephones for the officers have been provided by the school district.

While the resource officers are responsible for law enforcement in and around their schools during regular school hours, they provide much more than security. The officers are in a position to demonstrate the human element in law enforcement to the young people with whom they interact on an individual basis. They allow students to see that police officers, rather than being "out to get them," are there to help them.

The officers also work with parents of troubled youth, providing guidance on how to get their children back on the right track, and with neighborhood groups around the schools, to address any school-related and student-related problems that may arise.

Toledo's School Resource Officers have been trained in conflict mediation, and they use that training continuously. Each day they mediate problems involving youth who either are in conflict with others or have knowledge of potentially explosive situations. As a result, there have been fewer fights, fewer injuries and fewer suspensions in the district's schools.

The schools also have benefitted from the anti-drug and anti-gang training provided by the officers: Since their assignments to the secondary schools, the district has experienced an overall reduction in gang activity.

Based on experience with the program, educators and others throughout the community concur that working with young people in this manner helps to reduce future law enforcement problems. In their view, it is a partnership which benefits the students attending the district's 62 schools and, by extension, the neighborhoods surrounding these schools. It's not surprising, they say, that the program has been universally endorsed throughout the Toledo area.

CONTACT: Jane Bruss, Executive Director, Communications Department, (419) 729-8263

Fourth R Partners-in-Education

The Fourth R Partners-in-Education program establishes vital, indispensable roles for businesses, industries and community institutions in the education of Tucson's children. A reference to the R in the word "work," the Fourth R program signals that the City has moved beyond the concept of schools that teach only "reading, writing and arithmetic."

Created in 1992, the Fourth R partnership between the Tucson Unified School District and the community helps to prepare students for the jobs of the 21st century and to ensure students' success in training and higher education programs. Overseen by a 46-member board of directors which represents the major economic clusters important to Tucson's development, the partnership provides students at all grade levels with contacts and experiences with the business community, both in the classroom and the workplace.

Toward the goal of a better prepared workforce, the business community's role in the Fourth R is to expand and enrich what students are learning. Business partners help students broaden their view of the world and visualize the employment opportunities awaiting them when they graduate. They also help students to make the connection between the skills, knowledge and personal qualities they are acquiring in school and the needs and expectations of their future employers.

The Wakefield Star experience offers an example of how the Fourth R can benefit the schools, students and employers in the community.

In the fall of 1996, the President of Tucson Newspapers, who served on the Fourth R Board at that time, approached the principal of the Wakefield Middle School with a proposal for a collaborative project. As the offices of one of his newpapers, *The Arizona Daily Star*, were located in the area served by the school, he proposed that *Star* staff work with Wakefield's journalism class. Following the school's enthusiastic acceptance of the proposal, several *Star* writers, one of whom was a Wakefield alumna, provided the class with tips on how to get quotes, do research, and build good stories. The photo editor brought cameras for the students and showed them how they could be used to get interesting pictures. A layout artist taught students how to design newspaper pages.

Wakefield's staff suggested that one of the first activities of the partnership should be production of a special *Star* section featuring the school, to be written and illustrated by students. The *Star* agreed to assist in this effort and to print and distribute the section. Over a two-month period, students and staff worked together, interviewing community members, writing stories and taking photographs.

In April 1997, the first issue of *The Wakefield Star*, a four-page full-color newspaper, was published. Written in both English and Spanish, it had the look of *The Arizona Daily Star*, with stories about the school and its activities, students' accomplishments, the neighborhood, and other items of interest to young readers. It contained several photos, an editorial by a teacher, and a cartoon about wearing school uniforms. To distribute the school's paper, the *Star* wrapped it around its own paper and delivered it to every home in the school's service area.

In a letter to *Star* staff who worked with the students, Wakefield's journalism teacher said that the school had been "inundated with comments, letters and phone calls from many sources overflowing with excitement about our school programs and with the quality of the paper." He also indicated that several local businessmen wanted to adopt Wakefield programs and partner with the school.

The partnership between the *Star* and Wakefield has continued; to date, two issues of the school's paper have been published, and a third is scheduled for this spring.

CONTACT: Shirley Kiser, Coordinator, Fourth R Partners-In-Education, (520) 617-7477

Council of the Great City Schools
1301 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Phone: 202-393-2427
Fax: 202-393-2400
http://www.cgcs.org

A&E Network
235 East 45th Street
New York, New York, 10017

Phone: 212-210-1400
Fax: 212-551-1540
http://www.aande.com